

R E P O R T R E S U M E S

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READING PROBLEMS--DIAGNOSIS AND INSTRUCTION, DESIGN FOR
DEVELOPING COLORADO READING PROGRAMS, INVITATIONAL READING
WORK CONFERENCE (DENVER, FEBRUARY 20-23, 1966).

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COLORADO STATE DEPT. OF EDUCATION, DENVER

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THE RESULTS OF A READING WORK CONFERENCE HELD IN DENVER,
COLORADO, IN FEBRUARY 1966, TO DEVELOP GUIDELINES FOR
PLANNING AND IMPLEMENTING DIAGNOSTIC READING PROGRAMS, ARE
PRESENTED. TOPICS DISCUSSED INCLUDE A DEFINITION OF READING,
THE PROCESSES OF READING, THE ROLES OF THE TEACHER, READING
CONSULTANT, AND PRINCIPAL, THE RESPONSIBILITY OF THE SCHOOL,
PATTERNS OF SUCCESS IN READING CLASSROOM OBSERVATIONS OF
PUPILS, THE CAUSES OF READING PROBLEMS, SPECIAL DIAGNOSTIC
STUDY, AND RECOMMENDATIONS FOR TEACHERS. CHECKLIST RECORDS OF
CLASSROOM OBSERVATION OF PUPILS' READING DURING ORAL REPORTS,
ORAL READING AND GROUP INSTRUCTION PERIODS, DRAMATIZATION OF
STORIES, SILENT READING SITUATION, AND LISTENING TO A STORY
READ ALOUD ARE INCLUDED IN ADDITION TO A SCHOOL RECORD DATA
SHEET AND A TEACHER REPORT OF OBSERVATIONS. CONFERENCE
PARTICIPANTS ARE LISTED ALONG WITH A SELECTED BIBLIOGRAPHY ON
THE TEACHING OF READING. (LS)

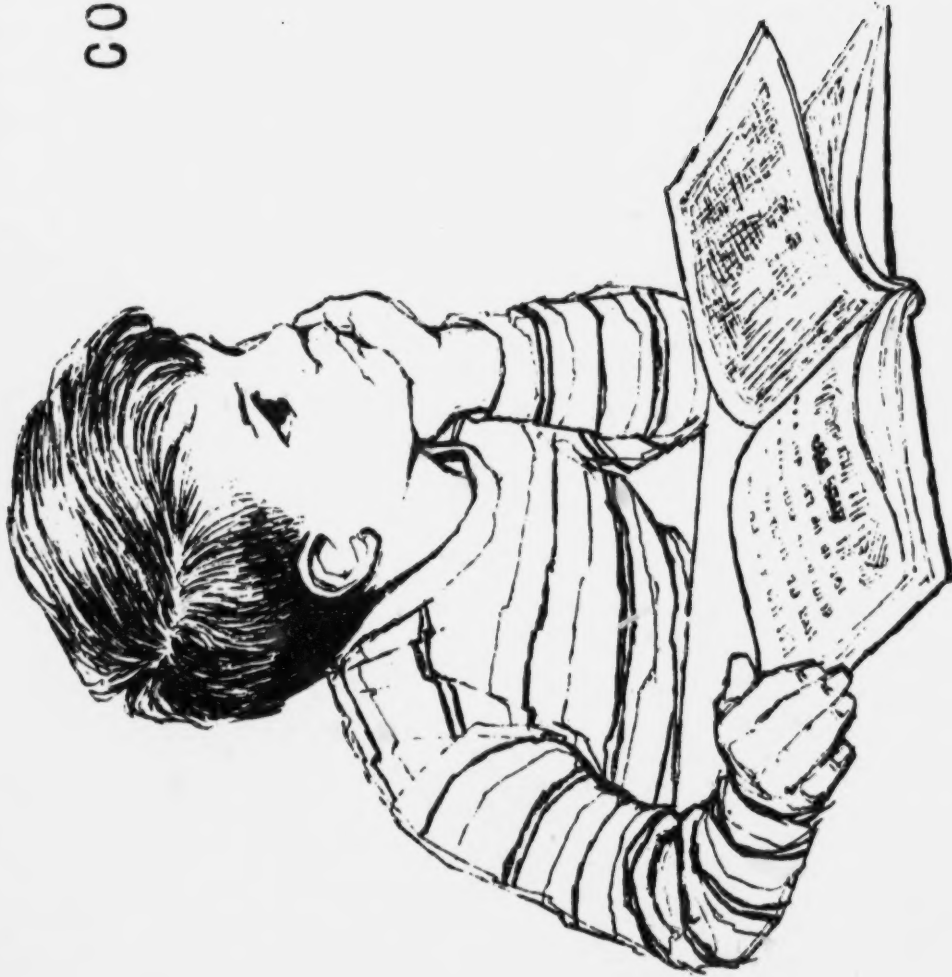
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DESIGN FOR DEVELOPING COLORADO READING PROGRAMS.



COLORADO STATE DEPARTMENT OF EDUCATION
Byron W. Hansford, Commissioner of Education
Denver, 1966

DESIGN FOR DEVELOPING

COLORADO READING PROGRAMS

Reading Problems: Diagnosis and Instruction

Presenting the results of an Invitational Reading Work Conference
Held in Denver, Colorado, February 20-23, 1966
Sponsored by the Colorado State Department of Education
Supported by funds from Titles I and II
Elementary and Secondary Education Act of 1965

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COLORADO STATE DEPARTMENT OF EDUCATION

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March 1966

INTRODUCTION

Titles I and II of the Elementary and Secondary Education Act of 1965 have enabled many Colorado schools to implement comprehensive remedial reading programs. The purpose of this booklet is to suggest guidelines for examining existing curricula and establishing new reading programs. A comprehensive reading program necessitates more than purchasing materials and assigning teachers and students to special classes. The crux of a remedial reading program is continuous diagnostic teaching by the regular classroom teacher in conjunction with additional and specialized services of school and community personnel.

To further develop the concept of diagnostic teaching by the classroom teacher, a state-wide invitational conference was held. Participants included representatives from public schools, private schools, and the State colleges of Colorado. State and national consultants in reading and related problems prompted the group to study the many facets of a modern reading program. The charge to the conference was to develop guidelines for planning and implementing reading programs which would go beyond the symptoms and deal with the causes of reading problems.

The conference was planned by:

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ACKNOWLEDGEMENTS

The conference consultants contributed to the preparation of this booklet. Although Dr. Ruth Strang was unable to act as a conference observer because of illness, her presence was felt through the distribution of specially prepared conference materials. Her published works served as an additional resource. Dr. Bill Martin, Jr. has permitted the use of illustrations taken from his Sounds of Language Readers. Dr. Emerald V. Deckant, Dr. Jack C. Westman, Dr. Nicholas Silvaroli, and Dr. Donald E. Carline were valuable contributors to the conference. Each conference consultant edited the first draft of the booklet. Their suggestions have been incorporated in this preliminary report.

Conference discussion leaders and participants have agreed to make themselves available as consultants for future school, district, or regional meetings. Individual arrangements can be made to the mutual satisfaction of the consultant and the appropriate school personnel.

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WHAT IS READING?

Searching for self-direction...
Enjoying pictures and print...
Appreciating the sounds of the language...
Discovering how language works...
Creating meaning in pictures and print...
Relating the sounds to the sight of sentences...
Relating symbols to experience...
Comprehending the literal meaning of the sentences...
Interpreting between the lines and beyond the lines...
Maturing in a process that is never completed...
Linking reading to precise expression...



...To read is the heritage of all children. To read, children must have the sounds of language ringing in their ears. The classroom teacher is the key to reading success.

The Reading Task....

If reading is believed to be:

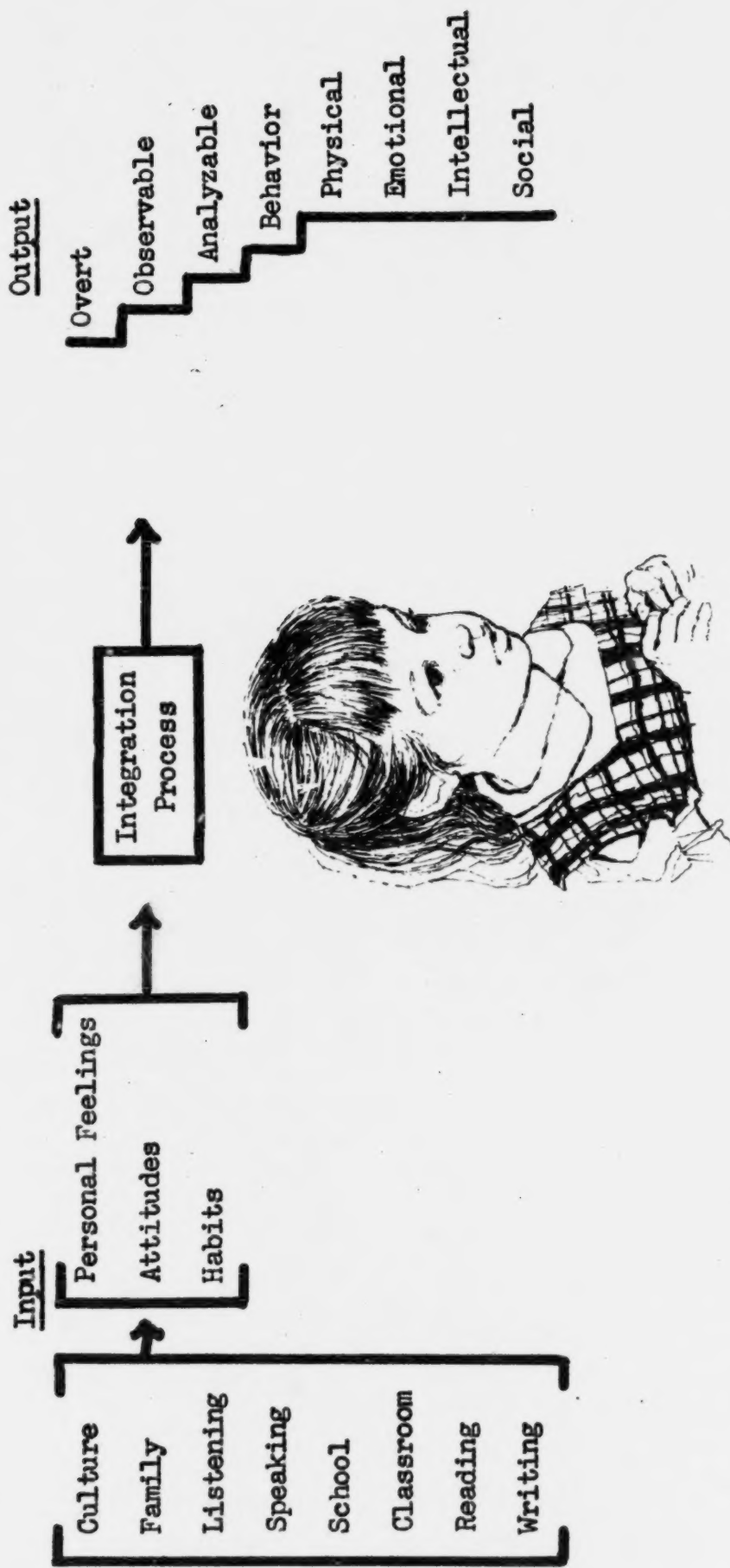
- a visual task
- word recognition
- comprehending the meaning of the selection
- interpreting between the lines and beyond the lines
- a source of personal development resulting from the quality of the experience

Then some actions are likely to be:

- visual screening and using eye-control equipment
- developing auditory and visual discrimination, pronouncing unfamiliar words and checking their meanings
- observing how children read, and testing for comprehension
- checking for premises, intent, generalizations, mood, and inferences
- observing, and reacting toward the student; interviewing, testing, interpreting, and synthesizing diagnostic data; awakening and nurturing aesthetic responses

...The only continuity of skill development that is practical is the continuity a child himself selects from the abundant possibilities provided by the teacher.

A Complicated Process of Association and Assimilation...



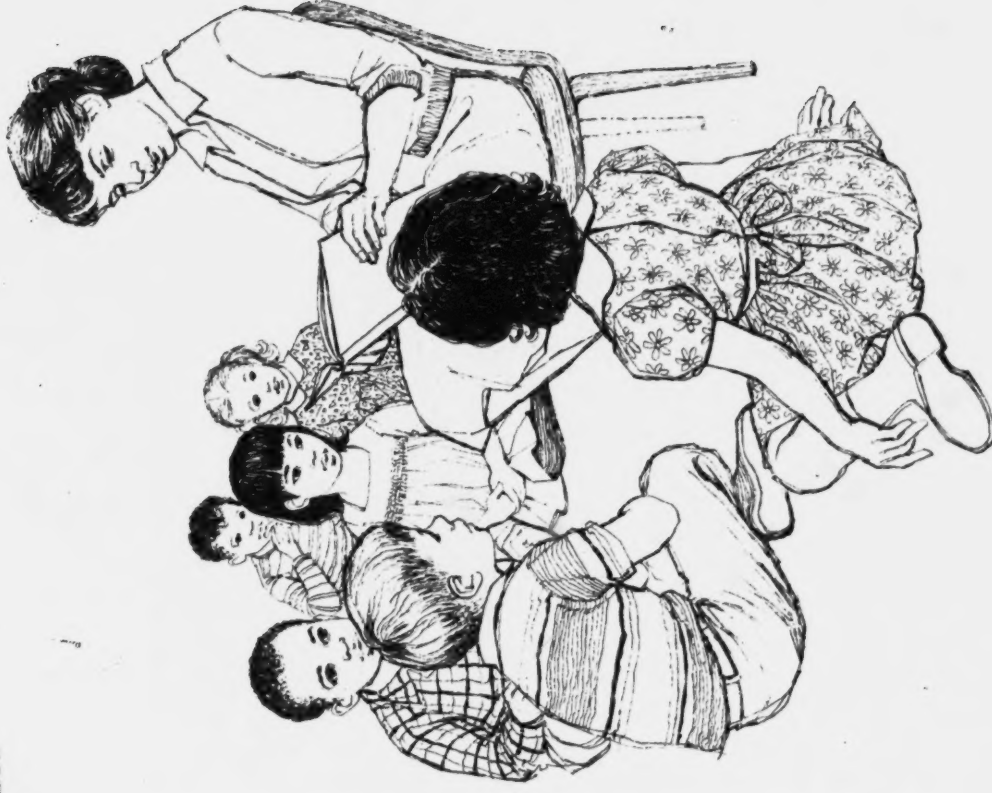
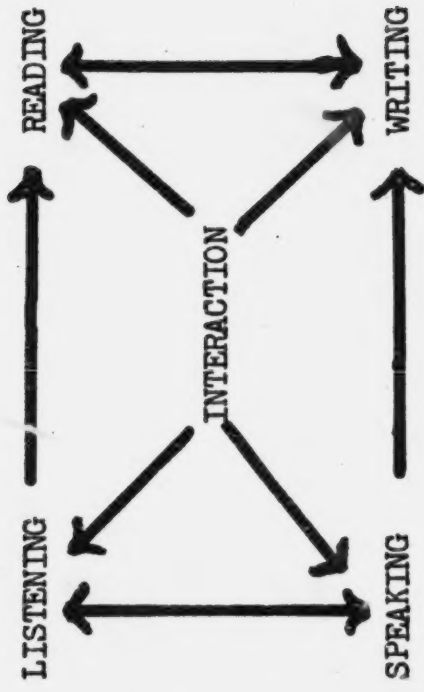
...In responding to his total surroundings the child intuitively draws conclusions about how language works.

...Confronted by formal teaching methods, children vary in their ability to respond. They have their best chance to learn when their own intuitive insights are awakened and enhanced.

...The path to reading improvement demands an understanding of both the reader and the reading process.

WHAT IS A BALANCED READING PROGRAM?

A Child's View



...The reception and expression of ideas can be interwoven by activities which create a harmony of experience that involves the author-speaker and the reader-listener.

...The precise usage of communication skills matures as opportunities for constant interaction are provided.

The Teacher's Role

Teachers become sensitive to the student's personal development--

By understanding that methodology is basically a matter of communicating--the teacher with the student and the student with the teacher.

By being thoroughly familiar with language objectives and with many ways to realize them.

By avoiding the assumption that skills are separate entities which must be taught in a rigid order.

By observing the development of skills even when the student is not engaged in a skill-building lesson.

By providing successful and therefore enjoyable language experiences which convey the teacher's genuine concern and respect for the pupil as a person.

By allowing time for pupils to reflect upon and discover the adventure and vitality of the world of literature.

By discussing additional materials and techniques with the reading teacher-consultant.

By recognizing that a referral to the reading teacher-consultant provides an opportunity to discover what contributes to and interferes with reading progress.

By teaching always diagnostically and taking the necessary remedial steps when difficulties are first discovered.

...Teaching reading in every classroom in every subject is the foundation of a successful reading program.

The Reading Teacher-Consultant's Role

To discover how individual children learn.

To confer with teachers about individual students.

To reawaken young people's curiosity about language.

To encourage the able reader to increase his reading potential.

To obtain specialized assistance for unusually severe corrective cases.

To recommend materials and demonstrate methods for teaching reading skills.

To teach small groups of children, and individuals, according to their needs.

To avoid prolonged diagnosis which may intensify the child's feelings of failure.

...A number of children will benefit from planned instruction outside of the classroom in a more therapeutic situation in which the climate is more personalized.

...This special climate provides an opportunity for the pupil to assert himself in his own way.

The Principal's Role

To provide retraining opportunities

To involve teachers in planning

To staff reading teacher-consultants

To involve teachers in planning

To understand the reading process

To enhance the potential of the staff

To provide retraining opportunities

To provide appropriate materials

To involve teachers in planning

To staff an up-to-date library

To implement flexible programs

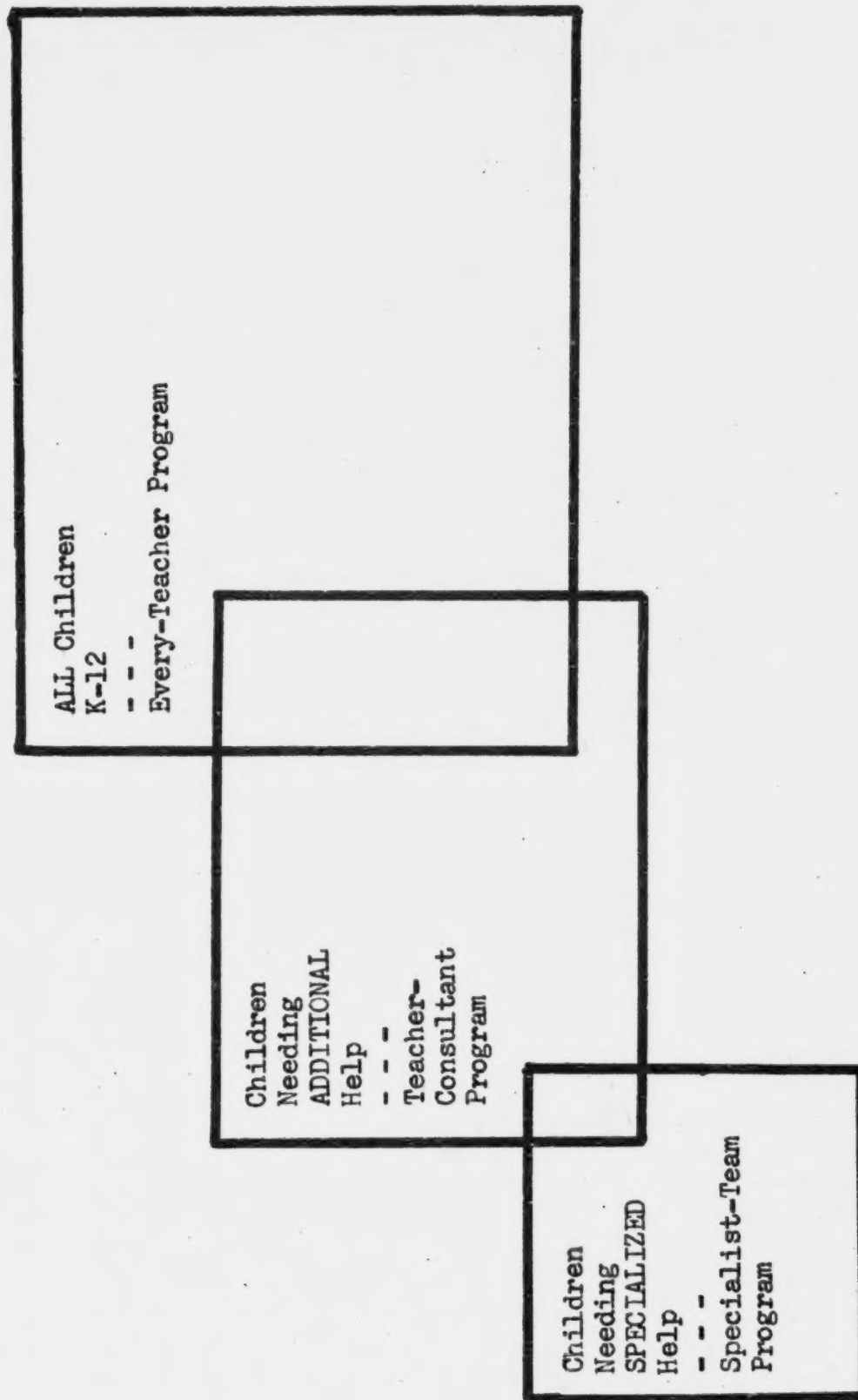
To utilize specialized services

To provide retraining opportunities

To provide retraining opportunities

...Teachers need preparation and experience in combining diagnosis with instruction.

An Administrative View of a Balanced Reading Program



...The school's responsibility for teaching reading begins and continues in the classroom supplemented by additional and specialized help.

WHAT ARE THE INDICATIONS OF A READING BREAKTHROUGH?

Success in reading builds more success.

Patterns of success are noted when a child...

- enjoys listening to the story "talking" to him
- stops listening in order to reflect upon the meaning of passages which catch his fancy
- hears the sentences read often enough that he repeats the sentences
- repeats patterns of words tied together by a sentence sound which makes sense to him
- elects to explore the page of print in an effort to make sense out of it
- matches the print to the sentences and to the words he has heard
- demonstrates his discovery of a variety of techniques for unraveling meaning in print
- knows his strengths and weaknesses, and has developed personalized learning strategies
- approaches reading confidently and expectantly

...Reading to children prompts them to learn to read in the same natural way they learned to speak.



Classroom Observations

Classroom observations
should be interpreted in conjunction with
interviews, intelligence tests, and other data.

Referral implies additional help for the classroom teacher and the child.

Observations of the child may tell more about the teacher than about the student.

The child who is disheartened by frequent failure needs a fresh approach to reading.

The reading teacher-consultant stands ready to cooperate with the teacher to develop
learning experiences that are particularly appropriate for each child.

...For all children the classroom teacher constantly interweaves diagnosis and instruction.

...For some children additional insight is gained through the assistance of consultants and specialists.

CHECKLIST RECORD OF CLASSROOM OBSERVATIONS ON PUPIL'S READING^{17*}

Name _____ Grade _____ Teacher _____ Pupil _____

Directions: Tally significant observations day by day. Space at bottom of each situation can be used for noting specific errors, interpretation, general impression, evidence of progress, and recommendations.

I. When Giving Oral Reports

Vocabulary	Speech	Language patterns
Rich _____	Distinct, clear enunciation _____	Complete sentences _____
Words mispronounced _____	Inaudible _____	Simple sentences _____
Meager _____	Stuttering _____	Complex sentences _____
Meaningful _____	Incorrect sounds _____	Good organization _____
	Monotonous _____	Repetition of ideas _____
	Expressive _____	Interpretation of ideas _____
		Imaginative _____

Insights

CHECKLIST RECORD OF CLASSROOM OBSERVATIONS ON PUPIL'S READING (Continued)

I. When Giving Oral Reports

Interests	Reactions of peers	Emotional factors
____ Reads at home	____ Interested	____ Poised
____ Uses library	____ Uninterested	____ Relaxed and happy
____ Has own library	____ Sympathetic	____ Tense and anxious
____ Special collections	____ Friendly	____ Self-confident
____ Sports	____ Critical	____ Shy and embarrassed
____ Trips with family	____ Hostile	____ Antagonistic
____ Science		____ Unhappy
____ Art		
____ Music		
____ Shop		
	Insights	
	_____	_____
	_____	_____
	_____	_____

CHECKLIST RECORD OF CLASSROOM OBSERVATIONS ON PUPIL'S READING (Continued)

II. Oral Reading and Group Instruction Periods

Word recognition skills	Comprehension	Peer relationships	Location of information
Basic sight vocabulary	Answers factual questions correctly	Gets along well with girls	Uses index
Tries to sound words	Gives main ideas	Gets along well with boys	Uses table of contents
Tries to pronounce by syllables	Tells whole story accurately	Respects others	Uses dictionary
Tries to analyze structure	Draws conclusions	Disturbs others	Uses maps
Substitutes another word	Makes generalizations	Works alone only	Uses diagrams
Makes wild guess	Follows directions	Works well with one other child	Uses encyclopedias
Reverses letters	Gives sensible reasons on thought questions		
Reverses words	Gives fantastic, irrelevant reasons on thought questions		
Reverses phrases	Relates reading to experiences		
Uses context clues	Unable to relate reading and experiences		
	Expression in reading		
	Insights		

CHECKLIST RECORD OF CLASSROOM OBSERVATIONS ON PUPIL'S READING (Continued)

III. Dramatization of Stories

Reading skills	Personal development
____ Reads with expression	____ Poised
____ Interprets behavior of character accurately	____ Relates characters and story to own experience
____ Shows little understanding of character	____ Interest evident
____ Interprets sequence accurately	____ No interest
____ Reads too slowly	____ Shy, ill at ease
____ Reads too rapidly	

Insights

IV. Silent Reading Situation (Free-choice Reading or Library Time)

Location of material	Attitude toward reading	Reading level	Physical factors	Interests
____ Finds suitable book quickly	____ Engrossed in book	____ Primer	____ Holds book up	____ Animals
____ Follows suggestions of other children	____ Enjoyment evident	____ First	____ Holds book close to face	____ People
____ Has teacher help	____ Independent	____ Second	____ Lip movements	____ Science
____ Uses library classification	____ Dependent upon others	____ Third	____ Squints	____ History
		____ Fourth	____ Blinks eyes	____ Adventure

CHECKLIST RECORD OF CLASSROOM OBSERVATIONS ON PUPIL'S READING (Continued)

IV. Silent Reading Situation (Free-choice Reading or Library Time)

Location of material	Attitude toward reading	Reading level	Physical factors	Interests
Uses table of contents	Uninterested, resists or avoids reading	Fifth	Eyes red or watery	Fairy tales
Takes useful notes	Easily distracted	Sixth	Complains of headaches	Sports
Selects too advanced books	Other	Seventh	Complains of dizziness	Art
Unable to find any book of interest to him		Other	Bends over book	Music
			Fatigue posture	Cars, planes, trucks, boats
				Rockets
				Armed services

Insights

V. Listening to Story Read Aloud

Interest	Comprehension
Listens attentively	Evident appreciation of story---talks about it
Listens part of time	Asks related questions
Easily distracted	Responds to humor and excitement
Restless and preoccupied	Answers factual questions
	Tells main ideas
	Tells whole story accurately
	Relates ideas to own experiences

SCHOOL RECORD DATA

Student's Name _____ Birthdate _____ MO. DAY YEAR
 Address _____ Age _____ Grade _____
 Phone _____

Academic Progress

List last year's final marks, grades repeated, comments on file by former teachers. (Use back of sheet, if more space is needed.)

Attendance Record

Number of days absent for each grade:

K 1 2 3 4 5
 6 7 8

Health (check with school nurse)

List physical infirmities, accidents, and severe illnesses noted in school record.

Standardized Tests

Include all test results available--intelligence tests, achievement tests, etc.

Date Given

Name of Test

Results

Date of report _____ 19

Signed _____

Position _____

TEACHER REPORT OF OBSERVATIONS

Student's Name _____ Age _____ Grade _____

Please check the appropriate phrases on the basis of your observations. Feel free to add any comments in the space at the right.

When faced with a difficult task, does he
 _____ withdraw from the situation
 _____ face the problem intelligently
 _____ act impulsively

In his relations with other children, do
 you find that he
 _____ generally avoids leadership
 _____ Usually seeks to lead
 _____ at times he either leads or follows

Is he usually
 _____ emotionally calm
 _____ apathetic
 _____ excitable

With reference to authority, is he
 _____ over dependent
 _____ accepting
 _____ resistant

In the classroom do you find him to be
 _____ quiet
 _____ normally communicative
 _____ very talkative

When faced with a problem, is he
 _____ reasonably persistent
 _____ easily discouraged
 _____ blindly aggressive

In his play activity does he generally
 associate with
 _____ younger children
 _____ older children
 _____ children his own age

In his relations with other children, do you
 consider him to be
 _____ shy and bashful
 _____ responsive
 _____ bold and aggressive

Regarding health, is he
 _____ usually healthy
 _____ minor complaints (e.g. headache, etc.)
 _____ usually ill--poor health

During instruction, he
 _____ concentrates
 _____ is usually attentive
 _____ daydreams

SUMMARY OF OBSERVATIONS

1. What is this student's academic problem as you see it?
2. In what areas have you observed this student to show the most ability? Please give specific examples if possible.

Academic

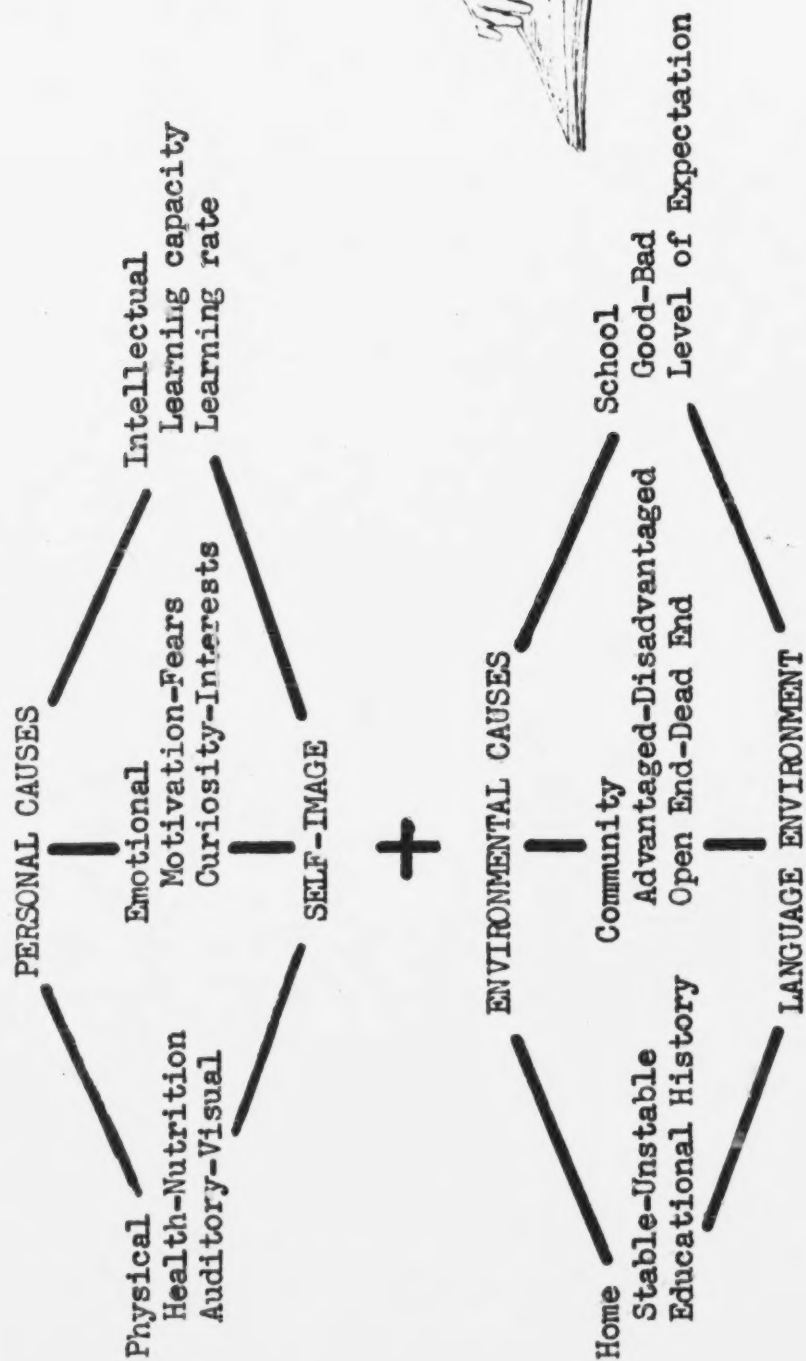
Other
3. In what areas has this student shown unusual interest?
4. Briefly describe the child's classroom behavior.

Additional comments:

...A year end summary of the child's progress should be passed along to the next year's teacher.

WHAT ARE THE CAUSES OF READING PROBLEMS?

The student's reading problems
while sometimes the result of a simple cause
are more often the result of a complex of causes....



Special Diagnostic Study

For further study teachers and reading teacher-consultants work in conjunction with the specialized team to collect and synthesize the diagnostic data.

Such an analysis would include:

1. Identifying data
2. Scores of tests administered
3. Interviews with parents and with students
4. Significance of test results
5. Prognosis
6. Recommendations

...See details of outline in Ruth Strang's book, Diagnostic Teaching of Reading, pp. 280-81

WHAT CAN WE DO ABOUT IT?

Recommendations:

Teach reading throughout all grade levels.

Prepare all teachers more thoroughly to teach reading diagnostically.

Build reading programs to meet local needs.

Initiate and maintain in-service activities for updating teachers and administrators.

Develop reading resource centers throughout the state.

Provide courses of preparation and standards of certification for reading teacher-consultants.

Make available a large supply of attractive trade books.

Permit self-selection of reading materials.

Keep libraries up-to-date with adequately prepared staff.

Select mechanical devices in keeping with the needs of the program.

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